Cooperative Education In-service
2002

A compilation of Cooperative Vocational Education teacher responses to the following items related to assessment of Show-Me Standards not tested by the Missouri Assessment Program.

List specific applications of technology in your curriculum.

- Discover software – view interviews and evaluate, career exploration
- Choices and Bridges software for career research
- Smart Boards for presentation purposes
- Digital cameras for taking pictures on the job and incorporating into presentations about the training site
- Career research project – design an interview, use camcorder to tape, evaluate and critique the interview
- Design, compose, edit resumes – save to disk
- Use Internet to take aptitude and personality tests
- Internet searches
- Occupational Outlook Handbook
- Monster.com
- Personalized evaluation form for each student listing job duties customized to training station – used for employee evaluations
- Electronic career plan (resume, powerpoint, Internet link to post-secondary institutions)
- Use of videotape for role-playing, edit, and add character generation
- All forms for coop on Word – placed on Blackboard (software) and student can download necessary forms.
- Internet to discover personality type. Follow up IMP for student to determine employer's personality type and describe similarities and differences.
- Students present a lesson using technology.
- Internet search to find articles
- Internet search to find top interview questions
- Career interests and skills checklist
- Wage and hour forms filled out on Excel
- Students e-mail teacher with concerns
- Powerpoint career portfolio – autobiography, resume, cover letter, goals, picture, link to post-secondary institution, work history

How is student conducted research included in your curriculum?

- Entrepreneurship research project determining land price, location, census research on Internet, feasibility study

- Buying habits survey of students (income, car payments, etc.). Supply information to journalism class for selling yearbook ads.
- DECA research projects, International Business Plan project. American Fact Finder Site used to find out information on countries, government structure, how hard to do business. US Census sites on Internet – chart, graph, and present findings.
- Software program which is useful in finding world information for doing international business (Rick Palmer).
- IMPs – work related interviews researching information on the job.
- Career research
- Budgeting project based on a family profile. Interviews with insurance agencies, tax bureaus, etc.
- Job shadowing to determine career information. Instructions are to spend 8 hours with the business person, journaling activity, summarization of student's desire to pursue the career, presentation.

How do you incorporate workplace readiness skills in your curriculum?

- Wage and hour sheets – students must be able to read their paycheck stub
- Unit on etiquette – how to act around others (team up with FACS department – they serve and your students are served)
- Journal (daily) of work experiences
- Positive happenings at work on a weekly basis
- Unit of forms and what they mean – W2, W4, criminal background checks, etc.
- Preparing for the first day on the job
- Brining employers in to describe to students their expectations
- Interview day – resume, cover letter, references, actual interview, dress appropriately, debriefing from interviewer (20 minutes for entire experience)
- Dress for success day after instruction; students critique each other.
- Grooming instruction
- Ethical issues – video series "Not for Sale"
- Dependability and reliability issues – students must call instructor if they are missing school or work.
- Critiquing actual interviews – Discover program
- 60 Minutes segment on "Strive" – a job training program for the inner city – a boot camp to prepare people to get a job. Students do handshake and greeting, teacher tapes, and class watches to critique.
- Job preparation for finding and getting job and expectations of employers and employees

What do you do to incorporate formal and informal presentations and discussions?

- Present student problems to entire class to evaluate options.
- Communications unit – do an oral presentation on an item of significance to them on the job – bring in props, wear appropriate clothing, demonstrations, etc.
- Job skill demonstrations to class; use scoring guide from Skills USA/VICA handbook
- Group work with 4 or 5 students preparing a presentation on portion of chapter assigned.
- Employer banquet – students do all speaking and presenting
- Community service project – present to the prosecuting attorney what they want to do to help the agency.
- Community service project – Habitat for Humanity – students involved in program make presentations to the class.
- Students share information on activities, competitions, experiences to class.
- Follow-up on job shadowing day – students present their experiences to the class.
- Leadership experiences from CTSO.